



Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
www.opi.mt.gov

2004-2005 Final Program Report Title I—Helping Disadvantaged Children

Project Number:	County:	CO:
District Name—Prime Applicant:		LE :
Person Completing Report:	Title:	Phone:

DIRECTIONS:

1. Send the completed report to Title I, Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501. Retain a copy in the district's project file. The report may also be submitted as an e-mail attachment addressed to gsmith@mt.gov
2. This report is due **no later than November 10, 2005**. Districts are encouraged to submit as soon as possible after all activities and services involving students for the regular school year have been completed.

To the best of my knowledge, the information contained in this report is accurate and complete.

Typed or printed name of Authorized Representative

Authorized Representative Signature	Title	Date
-------------------------------------	-------	------

DIRECTIONS:

The Project Director should complete the report and have it signed by the project's Authorized Representative. If the report is submitted electronically, a signed hard copy is not necessary. The Final Program Report provides data the U.S. Department of Education requires states to collect in order to be eligible for funds in subsequent years.

Key to abbreviations used in this report:

TAS—Targeted Assistance School
SWP—Schoolwide Program

LEP—Limited English Proficiency:

The terms "limited English proficiency" and "limited English proficient," when used with reference to individuals, mean:

- (A) individuals who were not born in the United States or whose native language is a language other than English;
- (B) individuals who come from environments where a language other than English is dominant; and
- (C) individuals who are American Indian and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency;

and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. Public Law 98-511, October 19, 1984, 98 STAT. 2372, Section 703(a).

I. ESEA TITLE I PARTICIPATION INFORMATION—REGULAR SCHOOL TERM—FISCAL YEAR 2005

District Name: _____ Legal Entity: _____
(for Prime Applicant)

NOTE: Provide combined information for both prime applicant district and any participating districts throughout this report, e.g., elementary and high school districts, if applicable.

- A. Number of Title I extended-time instructional **programs** in operation _____
(i.e., before-school, after-school, weekend, and/or summer)

Note: In reporting extended-time instructional programs, include before and after-school and summer school programs, but exclude adult education, preschool programs, or club activities.

- B. Gender and racial/ethnic group participation in public schools.

Instructions: Enter the number of Title I participants in both TAS programs and SWP schools during the regular school year by gender and designated racial/ethnic group.

	Participants by racial/ethnic group and gender			
	Public TAS (served students only)		Public SWP (all students enrolled)	
	Male	Female	Male	Female
American Indian/Alaskan Native				
Asian				
Hispanic or Latino				
Black (not of Hispanic origin)				
White (not of Hispanic origin)				
Native Hawaiian or Pacific Islander				
TOTALS				
GRAND TOTALS TAS and SWP (must match totals for TAS and SWP on page 4)	(males & females)		(males & females)	

- C. Special service group participation by public school students in Title I programs.

Instructions: Enter the number of participants in each special service category using the following definitions:
Students with disabilities are those students for whom an individual educational plan (IEP) has been written.
Migrant student means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceeding 36 months, in order to accompany such parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another or resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

Special service category	Number of participating students	
	TAS (served students only)	SWP (all students enrolled)
Students with disabilities		
Migrant students		

District Name:_____ **LE:**_____

D. Title I special programs student participation (public school students only).

Instructions: Enter the following student information. A **homeless student** is defined as an individual who lacks a fixed, regular, and adequate nighttime residence.

	Number of participating students
Homeless children	

E. Type of service and public/nonpublic participation in Title I targeted assistance programs during the regular term.

Instructions: Enter the number of participants who received each category of service during the regular school year from public TAS and nonpublic schools. (Do not report schoolwide programs here.)

	Public TAS	Private
	Number of students	Number of students
Instructional		
Reading/language arts		
Mathematics		
Science		
Social studies		
Vocational/Career		
Other (specify)_____		
Supporting		
Guidance/Advocacy/Social Work		
Health/dental/eye care		
Other (specify)_____		

District Name: _____ **LE:** _____

- F. Student participation by grade level and public/private/local neglected programs (unduplicated counts) and limited English proficient (duplicated counts).

Instructions: Enter the number of **participants** by grade in Title I public targeted assistance programs (TAS), Title I public schoolwide programs (SWP), Title I private school programs, and Part A local neglected programs. Also enter the total number of limited English proficient students in Title I public, private, and local neglected programs. A **neglected student** is defined as a student who has been placed under applicable state law in a public or private residential facility (other than a foster home) or a community day program for neglected children and youth due to abandonment, neglect, or death of their parents or guardians. Students attending private schools are such students who are receiving Title I services. **Limited English proficient students** should be identified using the definition on page 1. Districts should have a process in place for identifying limited English proficient children.

Grade	Public TAS	Public SWP	Private	Part A Local Neglected	Limited English Proficient (in all these areas)
Ages 0-2					
Ages 3-5					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Nongraded					
Totals					
must match totals on page 2					

District Name: _____ LE: _____

II. TITLE I STAFF INFORMATION FOR TARGETED ASSISTANCE SCHOOLS ONLY

Number of staff employed with Title I funds in targeted assistance programs during the regular school term.

Instructions: Enter the number of full-time equivalent (FTE) staff funded by Title I during the regular school year by job category. Note that staff providing support services should only include non-clerical staff providing the support services listed in Part I Subpart E of this data collection form. For administrators and supervisors that service both TAS and SWP schools, report the FTE attributable to their TAS duties only.

Job Classification	TAS Only Full-time equivalents
Administrators (non-clerical)	
Teachers	
Teacher aides	
Staff providing support services (non-clerical)	
Staff providing support services (clerical)	
Other (specify)	

III. DISTRICT INFORMATION—FAMILY LITERACY PROGRAMS

Does this Title I project provide family literacy services with Title I funds? ☐ Yes ☐ No

If **yes**, which legal entity districts are providing such services? (See approved budget page in 2004 application for participating legal entity districts.)

- ☐ Elementary legal entity
- ☐ High school legal entity
- ☐ K-12 legal entity
- ☐ Other participating legal entities—how many others? _____

_____ Total number of legal entity districts providing family literacy services under the project number shown on page 1.